

Open Access, Open Education, Open Minds

Lisa Goddard

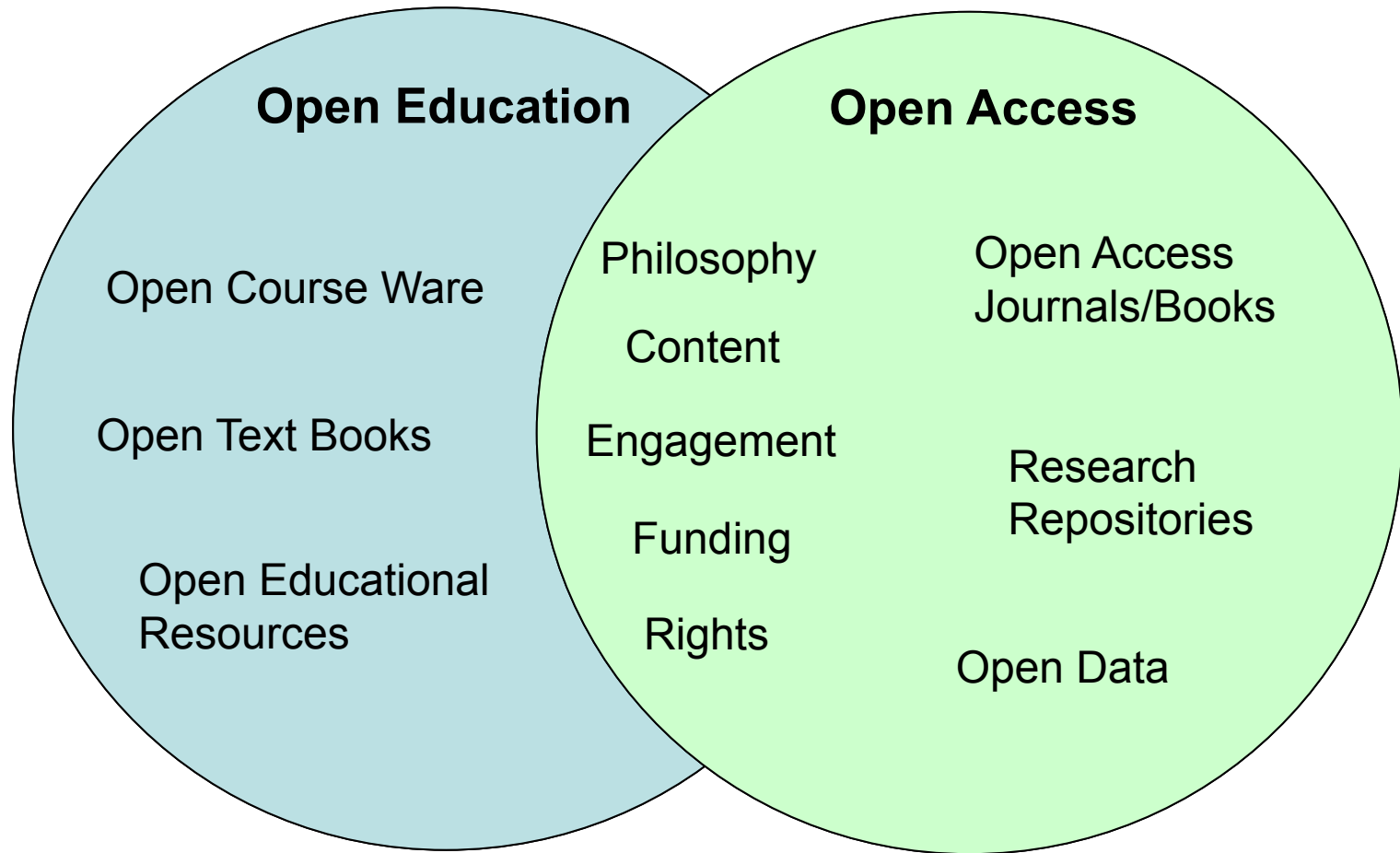
Memorial University Libraries

edge 2010

October 13th, 2010



Outline



Open Educational Resources



Learning is Sharing

Find **Free-to-Use** Teaching and Learning Resources from the World. Organize K-12 Lessons, Collections, and more.

OER Materials

▼ Subject Areas

Arts (1746)
Business (783)
Humanities (6732)
Mathematics & Statistics (3099)
Science & Technology (17694)
Social Sciences (5349)

▼ Grade Levels ?

Primary (7793)
Secondary (13021)
Post-secondary (19972)

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Open Educational Resources are all about sharing.

In a brave new world of learning, OER content is made free to use or share, and in some cases, to change and share again, made possible through licensing, so that both teachers and learners can share what they know.

Browse and search OER Commons to find curriculum, and tag, rate, and review it for others.

Use the [Tutorials](#) as a guide. [Join](#) and contribute to the global Open Education community.

Search Resources

All Subject Areas



All Grade Levels



All Conditions of Use



Search

Learning Objects



Materials Types			
Activities & Labs	(7993)	Readings	(8966)
Assessments	(1754)	Simulations	(775)
Audio Lectures	(2314)	Syllabi	(5900)
Curriculum Standards	(5265)	Teaching & Learning Strategies	(2414)
Discussion Forums	(72)	Textbooks	(255)
Games	(360)	Training Materials	(345)
Homework & Assignments	(3000)	Video Lectures	(2803)
Lecture Notes	(1855)	Other	(2540)
Lesson Plans	(3576)		
Course Related Materials (28092)		Libraries and Collections (2545)	
Full Course	(3603)	Primary Source	(1704)
Learning Module	(24384)	Teaching & Learning Strategies	(454)
OpenCourseWare	(2440)	Other	(191)

Modular

A screenshot of the MERLOT Content Builder web application. The interface includes a top navigation bar with links for Home, Communities, Learning Materials, Member Directory, My Profile, and About Us. A search bar is located in the top right corner. The main content area is titled "Content Builder" and includes a "My Toolkit" section with various icons for creating and managing content. The central search area shows a keyword search for "Course Transformation Template LG" with a single result displayed. The footer contains navigation links and copyright information.

MERLOT
Multimedia Educational Resource
for Learning and Online Teaching

Search materials
advanced search materials | advanced search members

Home Communities Learning Materials Member Directory My Profile About Us

Content Builder Welcome Lisa Goddard | [Log Out](#)

My Toolkit

New Web Page Create A Collection Create Website Save Copy As Rename Give Copy To Download Add Keyword

Sort by Type

[Web Pages](#)
[Websites](#)
[Collections](#)

Default Sort

Sort by Keyword

The MERLOT Content Builder is an adaptation of the KEEP (Knowledge, Exchange, Exhibition, Presentation) Toolkit originally developed by The Carnegie Foundation for the Advancement of Teaching.

Keyword Search: Help ?

1 item shown of 1 result Sort by: Type

Course Transformation Template LG
URL: currently not public
Date Created: Oct 12, 2010
Last Updated: Oct 12, 2010
Keywords:
License: not specified

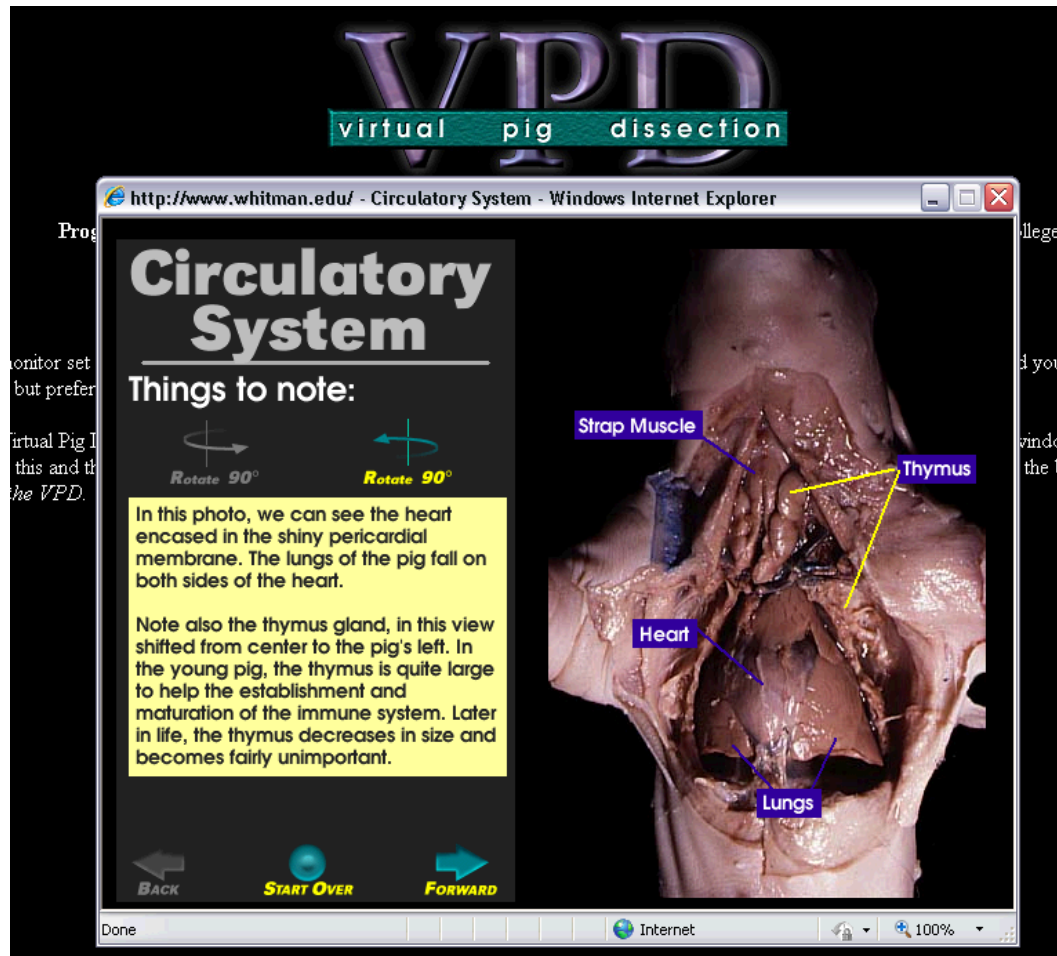
[Edit Web Page](#)
[Delete Web Page](#)
[Make Public](#)
Contribute to MERLOT

Results page 1 of 1

home | communities | learning materials | member directory | my profile | about Copyright 1997-2009 MERLOT.

Merlot Content Builder – create custom course by plugging in peer-reviewed learning objects.

Multimedia



support many
learning styles

Interactive



The screenshot shows the STAT TUTOR interface. On the left is a sidebar with a "WORK PLAN" section containing a list of steps: "Understand the Problem" (with sub-steps "Check Data Format" and "Consider Study Design"), "Reflect on Question", "Analyze Data", "Draw Conclusions", and "Summarize". The main area has tabs for "Problem", "Questions", "Variables", and "About". The "Problem" tab is active, displaying a text block about habits, academic performance, and social behaviors. Below this is a "Check Data Format" section with a "Hint" button. The hint text says: "We'll start by answering some questions about the data. First, choose the statistics package you wish to use and then download the dataset:" followed by links for "R", "Minitab", "Excel", and "TI". Below this is a link to "Download Excel Dataset". Three questions follow, each with a text input field: "Out of the first ten students in the datafile, how many drink 15 or more alcoholic beverages per week?" (input: 6), "Out of the first ten students in the datafile, how many alcoholic beverages per week does the tallest student drink?" (input: 10), and "What is the height of the first male in the datafile that would report on cheating?" (input: 12). At the bottom, a red 'X' icon and the text "That's not quite right." indicate an incorrect answer.

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english grammar
Search

Display Options
Results per page:
20
Sort by:
Relevance Descending

Filter by Repository

Jorum UK (139)
Jorum Open (110)

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Beta

Displaying items 1 to 20 of 249

English grammar in context

The use of grammar is more complex than it appears. This unit looks at the way grammar can be used as a tool for adapting our communications (both written and spoken) in ways which present us and our message in different lights.

AUTHORS: Open University

KEYWORDS: Grammar UK English Modern Languages

Grammar and Academic Style for EAP (English for Academic Purposes)

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Collaborative Development






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for Learning and Online Teaching

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Material Detail Welcome Lisa Goddard | [Log Out](#)

DNA from the Beginning [Send To A Friend](#)




Location: [Go to Material](#) 
or [Mirror Site](#) 

Material Type: [Simulation](#)

Technical Format: HTML/Text

Date Added to MERLOT: April 11, 2000

Date Modified in MERLOT: October 10, 2010
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About this material:
[Peer Reviews](#) (1)avg:★★★★★
[Comments](#) (29)avg:★★★★★
[Learning Exercises](#) (6)
[Personal Collections](#) (270)

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Author: Cold Spring Harbor Laboratory

Submitter: [Jeff Bell](#)

Description:

DNA from the Beginning is an animated tutorial on DNA, genes and heredity. The science behind each concept is explained using animations related to DNA topics, an image gallery, video interviews, problems, biographies, and links related to DNA. There are three sections, Classical Genetics, Molecules of Genetics and Organization of Genetic Material. Key features are the clear explanations of classical experiments and the excellent photographs of

Peer-review,
comments,
corrections,
additions =
continuous
improvement

Communities of Interest



April 2009



When first directed to the User page of **Rima Al Eryani** you will be taken by her exemplary use of colors and activities it becomes apparent that her passion for literacy, particularly in her home country of Yemen, is one [Eryani](#) as the April 2009 featured user page. Check out her user page, and celebrate the number of WikiEdu Congratulations, Rima.

March 2009



Having a wealth of experience and exemplary credentials **Dilip P. Barad, Ph.D** has steadily increased his pa is also an excellent ambassador for WikiEducator as he frequently speaks of the benefits of accessing and i excellent user page that showcases how text, photos and rich media can be used to portray information and the March 2009 featured user page recipient.

February 2009




For someone whose first edit was November 06, 2008 and has quickly climbed to be one of the top 20 active as the February 2009 featured user page. Check out her user page, it's colorful and comprehensive and incl media and formatting for mathematics.

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Home > Courses > Earth, Atmospheric, and Planetary Sciences > Modeling Environmental Complexity
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12.086 / 12.586 Modeling Environmental Complexity

As taught in: Fall 2008



Level:
Undergraduate / Graduate

Instructors:
Prof. Daniel Rothman

Course Features
[Course Description](#)
[Technical Requirements](#)

Course Features

[Lecture notes](#) [Assignments \(no solutions\)](#)

Course Description

This course provides an introduction to the study of environmental phenomena that exhibit both organized structure and wide variability—i.e., complexity. Through

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As of November 2009, Algot Runeman [[email](#)] has been selected as editor of the Open Text Book Registry. The registry is actively seeking textbooks for inclusion. Please leave comments to point us in the right direction or use the above email link. The registry is a participatory site. The authors of open textbooks may contact us, but we need the help of all of you out there to help gather the ones we don't know about.

Open Education Challenges

Funding Models



On average every course we publish costs us about \$10,000 to \$15,000. (MIT OCW)

Rights



One of the most significant barriers to OER development is the need to obtain permission from the holders of the relevant intellectual property rights.

(Committee for Economic Development, 2009)

Faculty Engagement



The success of curricular resource strategies depends on faculty willingness to openly share their intellectual property by contributing it to open educational resource sites.

(Bell, 2010)

Open Access

A Quick Definition



“Open access is the principle that publicly funded research should be accessible online, for free, immediately after publication.”



University Environment



- Typically, when someone pays you to do work, copyright is transferred to the employer.
- Most universities have agreements stating that faculty own copyright in their scholarly works.

Publisher Agreements



- **Academic authors traditionally transfer exclusive, full copyrights to the publishers of the journals in which their articles appear.**
- **Many disadvantages to this approach...**

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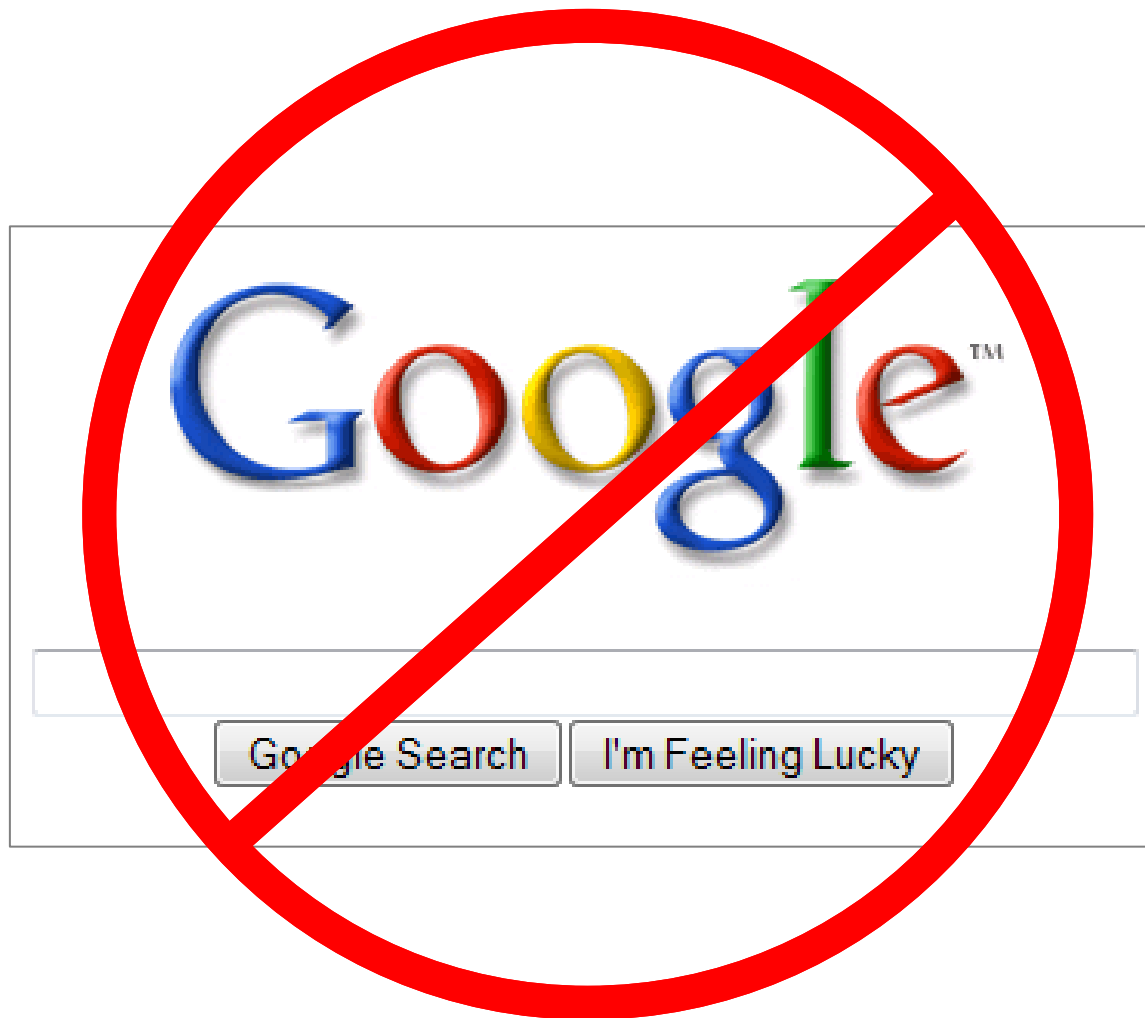
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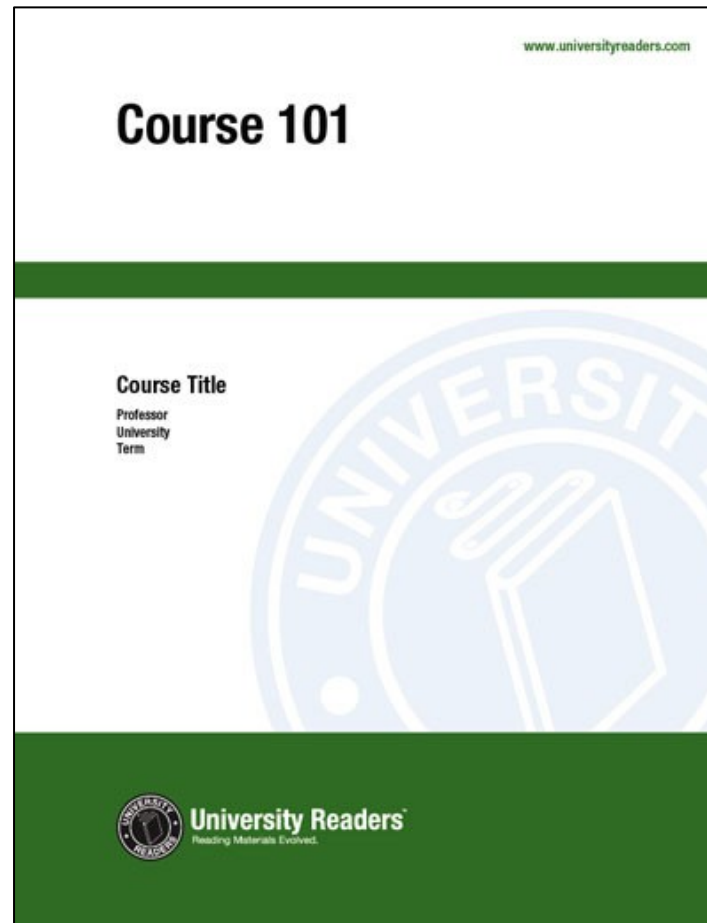
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12.086 / 12.586 Modeling Environmental Complexity

As taught in: Fall 2008

A photograph of a microbial community growing in the runoff of a hot spring in Yellowstone National Park. The image shows a circular, colorful microbial mat with orange, yellow, and blue hues, surrounded by a rocky, mineral-rich landscape under a cloudy sky.

Level:
Undergraduate / Graduate

Instructors:
Prof. Daniel Rothman

Course Features
[Course Description](#)
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Course Description
This course provides an introduction to the study of environmental phenomena that exhibit both organized structure and wide variability—i.e., complexity. Through

No Professional Websites



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Academic C.V.

Milan Ilnyckyj, B.A. (British Columbia), M.Phil (Oxford).


Email: milan.ilnyckyj@wadh.oxon.org
C.V.: <http://www.sindark.com/about-me/academic-cv/>

Citizenship: Canadian

Academic and Professional Qualifications:

2005-2007
M.Phil in International Relations, Oxford University.
(Supervisor: Andrew Hurrell)

Distinctions earned in: quantitative methods (2005), history (2007), and international law (2007).
Thesis: [Expertise and Legitimacy: The Role of Science in Global Environmental Policy-Making.](#)



Barcode business card

To search, type and hit enter

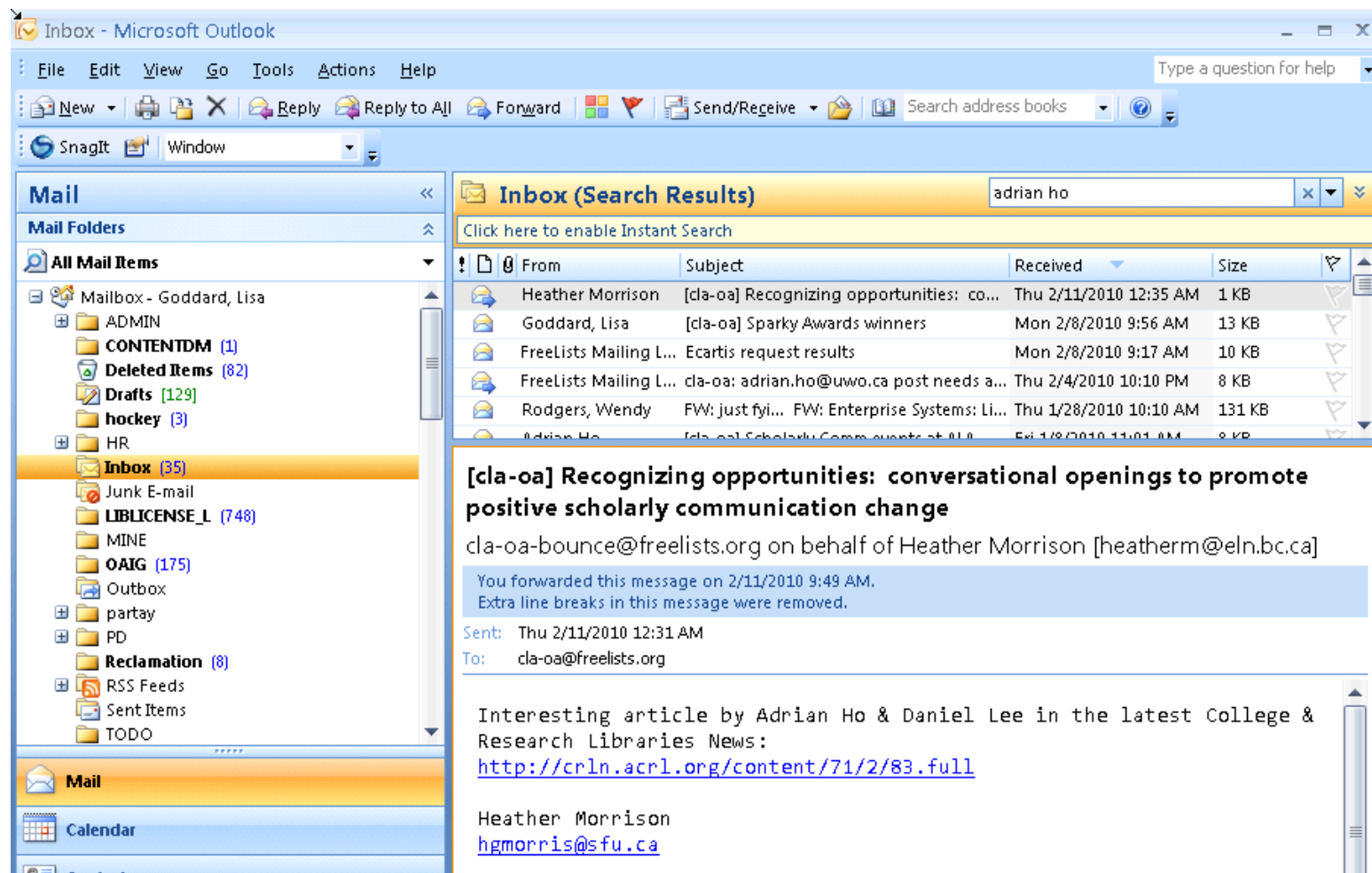
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World GHG Emissions Flow Chart

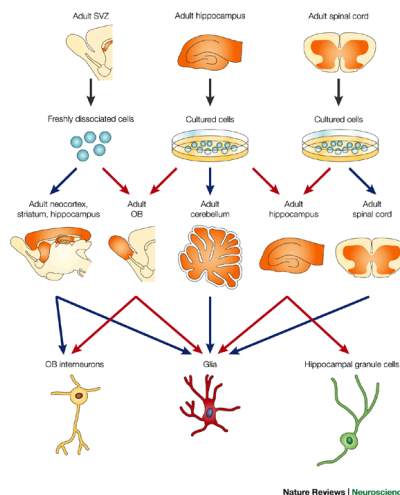
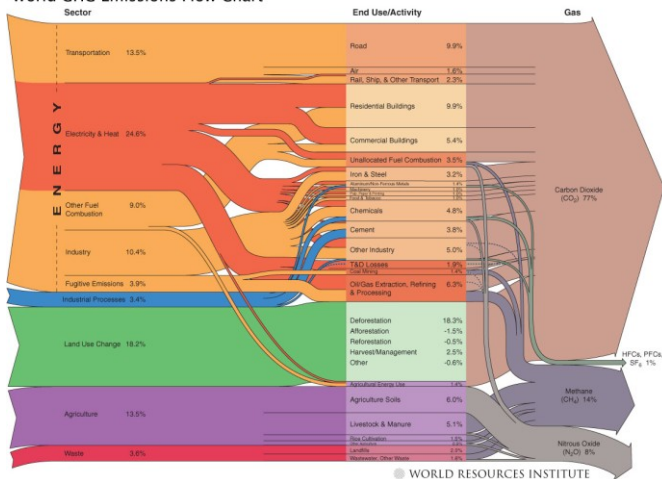


Table 1: Occupants and Nonoccupants Killed and Injured in Traffic Crashes

Description	Killed				Injured			
	2007	2008	Change	% Change	2007	2008	Change	% Change
Total*	41,259	37,261	-3,998	-9.7%	2,491,000	2,346,000	-145,000	-5.8%
Occupants								
Passenger Vehicles	29,072	25,351	-3,721	-13%	2,221,000	2,072,000	-149,000	-6.7%
Passenger Cars	16,614	14,587	-2,027	-12%	1,379,000	1,304,000	-75,000	-5.4%
Light Trucks	12,458	10,764	-1,694	-14%	841,000	768,000	-73,000	-8.7%
Large Trucks	805	677	-128	-16%	23,000	23,000	0	0.0%
Motorcycles	5,174	5,290	+116	+2.2%	103,000	96,000	-7,000	-6.8%
Nonoccupants								
Pedestrians	4,699	4,378	-321	-6.8%	70,000	69,000	-1,000	-1.4%
Pedalcyclists	701	716	+15	+2.1%	43,000	52,000	+9,000	+21%
Other/Unknown	158	188	+30	---	10,000	9,000	-1,000	---

Source: Fatalities - FARS 2007 (Final), 2008 (ARF), Injured - NASS GES 2007, 2008 Annual Files
 * Total includes occupants of buses and other/unknown occupants not shown in table.
 Changes in injury estimates shown in bold are statistically significant.

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CHAPTER What Is the Semantic Web?

1

This book is about something we call the Semantic Web. From the name, you can probably guess that it is related somehow to the famous World Wide Web (WWW) and that it has something to do with semantics. Semantics, in turn, has to do with understanding the nature of meaning, but even the word *semantics* has a number of meanings. In what sense are we using the word *semantics*? And how can it be applied to the Web?

This book is also about a working ontologist. That is, the aim of this book is not to motivate or pitch the Semantic Web but to provide the tools necessary for working with it. Or, perhaps more accurately, the World Wide Web Consortium (W3C) has provided these tools in the forms of standard Semantic Web languages, complete with abstract syntax, model-based semantics, reference implementations, test cases, and so forth. But these are like a craftsman's tools: In the hands of a novice, they can produce clumsy, ugly, barely functional output, but in the hands of a skilled craftsman, they can produce works of utility, beauty, and durability. It is our aim in this book to describe the craft of building Semantic Web systems. We go beyond coverage of the fundamental tools to show how they can be used together to create semantic models, sometimes called *ontologies*, that are understandable, useful, durable, and perhaps even beautiful.

WHAT IS A WEB?

The idea of a web of information was once a technical idea accessible only to highly trained, elite information professionals: IT administrators, librarians, information architects, and the like. Since the widespread adoption of the WWW, it is now common to expect just about anyone to be familiar with the idea of a web of information that is shared around the world. Contributions to this web come from every source, and every topic you can think of is covered.

Essential to the notion of the Web is the idea of an open community: Anyone can contribute their ideas to the whole, for anyone to see. It is this openness that has resulted in the astonishing comprehensiveness of topics covered by

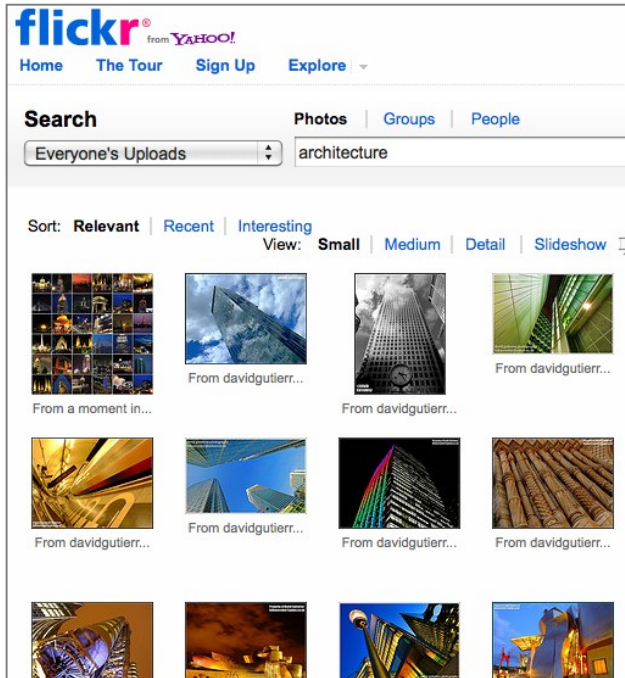
1

No Preservation Guarantee



A screenshot of the Harvard Business School Working Knowledge website. The header is dark blue with the Harvard Business School crest and the text "HARVARD | BUSINESS | SCHOOL" and "WORKING KNOWLEDGE A FIRST LOOK AT FACULTY RESEARCH". Navigation links include "HBS HOME", "HBS INDEX", "WK HOME", "ABOUT US", "WEEKLY NEWSLETTER", and "DAILY RSS FEED". A search bar is present. On the left, a "BROWSE BY TOPIC:" section lists various business topics. The main content area displays a message in a light beige box: "Article No Longer Available" in red, followed by "Sorry...This article is no longer available. - HBS Working Knowledge Staff" in blue.

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Journal Mashups! (More Info Here)

Epistemology

Van Inwagen's modal skepticism

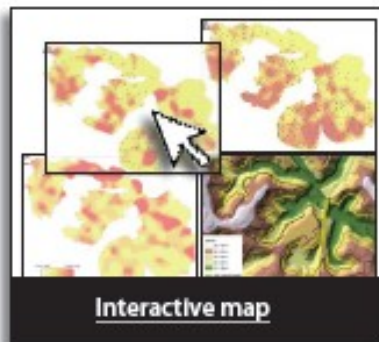
Mon, 15 Feb 2010 18:02:35 GMT

A Virtue Epistemology: Apt Belief and Reflective Knowledge, Volume 1, by Ernest Sosa.

Sat, 06 Feb 2010 23:19:48 PST

Knowledge of God, by Alvin Plantinga and Michael Tooley.

Sat, 06 Feb 2010 23:19:48 PST



Interactive map



Location



Overlay with leptospirosis

Interactive map:

Originally in a static format, these moveable maps allow the reader to superimpose the data maps over geographical maps on Google, helping the reader to more quickly understand and evaluate the information in the wider context.

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Title: The integrated librarian: IT in the systems office
Author(s): Lisa Goddard
Journal: [Library Hi Tech](#)
Year: 2003 **Volume:** [21](#) **Issue:** [3](#) **Page:** 280 - 288
ISSN: 0737-8831
DOI: 10.1108/07378830310494454
Publisher: MCB UP Ltd

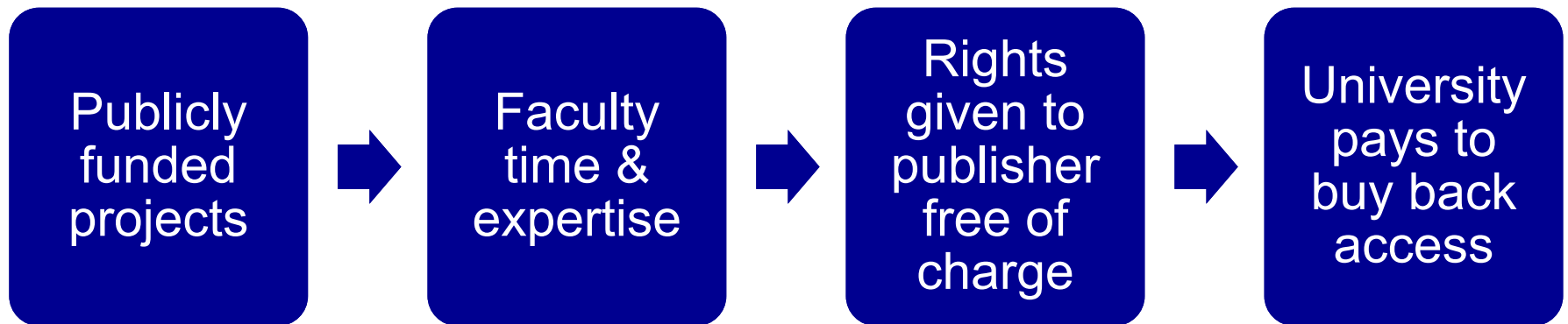
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- **Publish in a non OA journal**
- **Self-archive in an OA repository**
- **Preprints, postprints, or both**
- **Institutional or disciplinary**

Directory of OA Repositories



OpenDOAR

Directory of Open Access Repositories

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The Directory of Open Access Repositories - OpenDOAR

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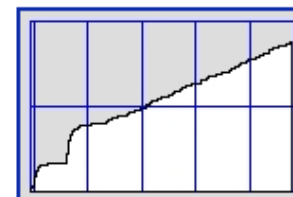
OpenDOAR is an authoritative directory of academic open access repositories. Each OpenDOAR repository has been visited by project staff to check the information that is recorded here. This in-depth approach does not rely on automated analysis and gives a [quality-controlled](#) list of repositories.

As well as providing a simple [repository list](#), OpenDOAR lets you [search for repositories](#) or [search repository contents](#). Additionally, we provide tools and support to both repository administrators and service providers in sharing best practice and improving the quality of the repository infrastructure. Further explanation of these features is given in a project document [Beyond the list](#).

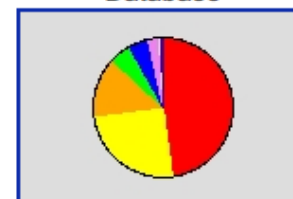
The current directory lists repositories and allows breakdown and selection by a variety of criteria - see the [Find](#) page - which can also be viewed as [statistical charts](#). The underlying database has been designed from the ground up to include in-depth information on each repository that can be used for search, analysis, or underpinning services like text-mining. The OpenDOAR service is being developed incrementally, developing the current service as new features are introduced. A list of [Upgrades and Additions](#) is available.

Developments will be of use both to users wishing to find original research papers and for service providers like search engines or alert services which need easy-to-use tools for developing tailored search services to suit specific user communities.

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Growth of the OpenDOAR Database



Repositories by Continent

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OA Funding Strategies

Institutional Repositories



Memorial University Research Repository



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Welcome to the Memorial University Research Repository Pilot Project



The Memorial University Research Repository is an initiative to showcase and preserve Memorial University's creative and intellectual output. Memorial University Libraries are committed to collecting and safeguarding the University's unique products including article pre-prints and post prints, finished data sets, conference papers, lectures, colloquia, presentations, reports, and performances. The repository will support faculty efforts to discover and communicate new knowledge, will improve the visibility of Memorial's research in the global arena, and will help our students and faculty to build impressive, lasting digital portfolios. All material submitted to the repository will be freely discoverable online through Google and other major search engines.

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Open Access Authors Fund

The Open Access Authors Fund is designed to pay the fees charged by publishers for articles to be published in Open Access (OA) journals. These fees are often referred to as "author fees", "author payments", "open access charges", "article processing fees", or "submission fees" (there are a wide variety of terms).

The Open Access Authors Fund, the first of its kind in Canada, has \$100,000 CAN. It began in fiscal year 2008/2009 and is a multi-year commitment. The fund is paid for by Libraries and Cultural Resources at the University of Calgary.

Application Procedure

Applicants should first read the [criteria](#) below and then complete the [application form](#). Please also see the [Frequently Asked Questions \(FAQ\)](#).

Institutional Memberships



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Open access truly expands shared knowledge across scientific fields — it is the best path for accelerating multi-disciplinary

Funding Models



- **Many models transfer the costs of scholarly publishing to the university.**
- **BUT we already pay, so it's just a redirection of funds.**

Rights Management Strategies

Lack of Copyright Knowledge



49% of authors have signed publishing agreements without understanding the terms.

- OAKLaw National Survey of Australian Academic Authors

Unsure of Depositing Rights



Over 50% of authors were unsure if they were allowed to self archive under past and recent publishing agreements.

- **OAKLaw National Survey of Australian Academic Authors**

Finding Publisher Policies



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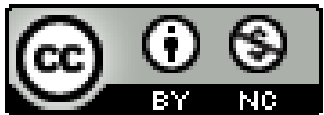
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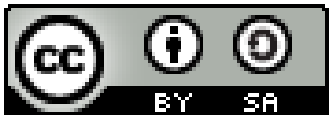
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We will regard a record of open access publication as evidence of service to the community, in evaluation of applications for faculty appointments, promotions and grants.

Institutional OA Policies



- **Collective, university-wide action.**
- **Faculty agreements to retain author rights, and allow open access to intellectual output.**

Harvard



BERKMAN CENTER FOR INTERNET & SOCIETY
AT HARVARD UNIVERSITY

Harvard goes Open Access

February 13, 2008

From Berkman Fellow [*Melanie Dulong de Rosnay*](#)...

Yesterday, Harvard University's Faculty of Arts and Sciences (FAS) unanimously voted a motion on open access policy. FAS Faculty members now grant to the university a non-exclusive, irrevocable, worldwide license to distribute their scholarly articles, provided it is for non commercial uses. An opt-out mechanism allow Faculty members to waive this mandatory assignment upon request for some articles, for instance in the case of incompatible rights assignment to a publisher...

This mandated permission to the university contrasts with other approaches to open access, such as:

- self-archiving mandate, or obligation for authors to deposit their articles in open access repositories (research funded by NIH in the US, European Research Council, Wellcome Trust deposit mandate in the UK)
- negotiation by individual authors, without the bargaining power of an institution, to retain some of their rights to reuse and archive pre-print and/or post-print, immediatly or after an embargo period, through copyright addendum to be attached to publisher's copyright agreement, such as those proposed by [Science Commons Scholar's Copyright Addendum Engine](#), developed with SPARC and MIT,
- publication in open access journals, where authors' institutions often have to pay to be published (up to 3000\$ per article), instead of the library having to pay a subscription to access to published articles.

MIT faculty open access to their scholarly articles

today's news

March 20, 2009

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Forget about batteries. The ability to harness electricity from tiny vibrations could power a new generation of electronic devices.

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CAMBRIDGE, Mass., March 20 - In a move aimed at broadening access to MIT's research and scholarship, faculty at the Massachusetts Institute of Technology have voted to make their scholarly articles available to the public for free and open access on the Web.

The new policy, which was approved unanimously at an MIT faculty meeting on Wednesday, March 18 and took immediate effect, emphasizes MIT's commitment to disseminating the fruits of its research and scholarship as widely as possible.

"The vote is a signal to the world that we speak in a unified voice; that what we value is the free flow of ideas," said Bish Sanyal, chair of the MIT Faculty and the Ford International Professor of Urban Development and Planning.

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Concordia University

Senate Resolution on Open Access

(Approved April 16, 2010)

Whereas

Open access makes the results of publicly funded academic research and creative work accessible to everyone via the internet and succeeds by supplementing but not replacing peer-reviewed journals and other established publishing venues, and

whereas Concordia University wishes to take a leadership role in Canada and exemplify social responsibility by supporting the principles of open access and has recently launched *Spectrum*, an open access repository freely available to receive the refereed academic research output and creative work voluntarily deposited by Concordia faculty

National Institutes of Health



U.S. Department of Health & Human Services

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National Institutes of Health
The Public Access Policy ensures that the public has access to the published results of NIH funded research to help advance science and improve human health.

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2. Address Copyright

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4. Include PMCID in Citations

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For NIH Employees

- For NIH Employee Authors
- For NIH Extramural Staff (NIH Access Only)

Overview

The [NIH Public Access Policy](#) ensures that the public has access to the published results of NIH funded research. It requires scientists to submit final peer-reviewed journal manuscripts that arise from NIH funds to the digital archive [PubMed Central](#) upon acceptance for publication. To help advance science and improve human health, the Policy requires that these papers are accessible to the public on PubMed Central no later than 12 months after publication.

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Funding agency requirements



... opening access to research

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Research funders' open access policies

Use this page to find a summary of policies given by various research funders as part of their grant awards. Information [about JULIET](#), and the breakdown of funders' policies is given in the [Key](#) below the table. Please use our [Notification Form](#) to submit details of new policies.

Click on the relevant column heading to re-sort by Country

Funding Organisation (linked to their JULIET summary)	Publications Policy		Data Archiving Policy	Country
	Open Access Archiving	Open Access Publishing		
Académie suisse des sciences humaines et sociales (ASSH) see: Schweizerische Akademie der Geistes- und Sozialwissenschaften (SAGW)				Switzerland
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Alliance canadienne pour la recherche sur le cancer du sein (ACRCS) see: Canadian Breast Cancer Research Alliance (CBCRA)				Canada
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Autism Speaks	✓ ==			United States
Biotechnology and Biological Sciences Research Council (BBSRC)	✓ ==		✓ ✓	United Kingdom
British Heart Foundation (BHF)	✓ ✓ ==	==		United Kingdom
Canadian Breast Cancer Research Alliance (CBCRA)	✓ ✓ ==	==		Canada
Canadian Cancer Society (CCS)	✓ ==	✓		Canada
Canadian Health Services Research Foundation (CHSRF)	✓ ✓ ==	✓		Canada
Canadian Institutes of Health Research (CIHR)	✓ ✓ ==	✓	✓ ==	Canada

US Federal Research Public Access Act of 2009



- **Federal agencies with extramural research expenditures of over \$100,000,000**
- **Results from research supported, in whole or in part, by gov funding must be made freely available online**

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